

# SOL Instruction Tracking Form

## United States History to 1865

### (2008)

*Place the SOL Instruction Tracking Form after the VGLA Collection of Evidence (COE) Coversheet. Use the SOL Instruction Tracking Form to track the evidence collected for submission.*

<b>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</b>	
a)	describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill in Virginia.
<b>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</b>	
a)	describing the motivations for, obstacles to, and accomplishments of the
	Spanish,
	French,
	Portuguese, and English explorations;
b)	describing cultural and economic interactions between Europeans and American Indians that led to
	cooperation and
	conflict with emphasis on the American Indian concept of land.
<b>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</b>	
a)	describing the
	religious
	events that led to the colonization of America and
	conditions that led to the colonization of America;
	economic
	events that led to the colonization of America and conditions that led to the colonization of America;
c)	describing colonial life in America from the perspectives of
	large landowners,
	farmers,
	artisans,
	women,
	free African Americans,
	indentured servants, and enslaved African Americans;
d)	identifying the
	political relationships between the colonies and Great Britain, and
	economic relationships between the colonies and Great Britain.

<b>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</b>		
<b>a)</b>		identifying the issues of dissatisfaction that led to the American Revolution;
<b>c)</b>		describing key events and the roles of key individuals in the American Revolution, with emphasis on
		George Washington,
		Benjamin Franklin,
		Thomas Jefferson, and
		Patrick Henry;
<b>d)</b>		explaining reasons why the colonies were able to defeat Great Britain.
<b>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</b>		
<b>b)</b>		describing the historical development of the Constitution of the United States;
<b>c)</b>		describing the major accomplishments of the first five presidents of the United States.
<b>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</b>		
<b>a)</b>		describing territorial expansion and how it affected the political map of the United States, with emphasis on the
		Louisiana Purchase,
		Lewis and Clark expedition, and
		acquisitions of
		Florida,
		Texas,
		Oregon, and
		California;
<b>c)</b>		describing the impact of inventions, including the
		cotton gin on life in America,
		reaper on life in America,
		steamboat on life in America, and
		steam locomotive on life in America;
<b>d)</b>		identifying the main ideas of the
		abolitionist movement and
		women's suffrage movement.
<b>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</b>		
<b>a)</b>		describing the
		cultural issues that divided the nation,
		economic issues that divided the nation, and
		constitutional issues that divided the nation;
<b>b)</b>		explaining how the issues of
		states' rights increased sectional tensions and
		slavery increased sectional tensions;

d)	describing the roles of the following people in events leading to and during the war:	
		Abraham Lincoln,
		Jefferson Davis,
		Ulysses S. Grant,
		Robert E. Lee,
		Thomas “Stonewall” Jackson, and
		Frederick Douglass;
f)	describing the effects of war from the perspectives of	
		Union and Confederate soldiers (including African American soldiers),
		women, and
		enslaved African Americans.
<b>USI.2 The student will use maps, globes, photographs, pictures, or tables to</b>		
a)		locate
		the seven continents, and
		the five oceans;
b)	locate and describe the location of the geographic regions of North America:	
		Coastal Plain,
		Appalachian Mountains,
		Canadian Shield,
		Interior Lowlands,
		Great Plains,
		Rocky Mountains,
		Basin and Range, and
c)		Coastal Range;
	locate and identify the water features important to the early history of the United States:	
		Great Lakes,
		Mississippi River,
		Missouri River,
		Ohio River,
		Columbia River,
		Colorado River,
		Rio Grande,
		St. Lawrence River,
		Atlantic Ocean,
		Pacific Ocean, and
d)		Gulf of Mexico;
		recognize key geographic features on maps, diagrams, and/or photographs.
<b>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</b>		
b)	locating where the American Indians lived, with emphasis on	
		Arctic (Inuit),
		Northwest (Kwakiutl),
		Plains (Lakota),
		Southwest (Pueblo), and
		Eastern Woodland (Iroquois).

<b>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</b>		
c)		identifying on a map the states that
		seceded from the Union and
		those that remained in the Union;
e)		using maps to explain critical developments in the war, including major battles.
<b>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</b>		
c)		describing how the American Indians used the resources in their environment.
<b>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</b>		
c)		identifying the location of West African societies
		Ghana,
		Mali,
		Songhai and
		describing the characteristics of West African societies
		Ghana,
		Mali,
		Songhai and
		describing their interactions with traders.
<b>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</b>		
b)		describing life in the
		New England,
		Mid-Atlantic, and
		Southern colonies, with
		emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
<b>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</b>		
b)		identifying how political ideas
		shaped the revolutionary movement in America and
		led to the Declaration of Independence.
<b>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</b>		
a)		identifying the weaknesses of the government established by the Articles of Confederation.
<b>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</b>		
b)		identifying the geographic and economic factors that influenced the westward movement of settlers.